

CHAPTER V

CONCLUSION AND SUGGESSTION

Last chapter of this research, given conclusion to the result and give suggestion for further research.

5.1. Conclusion

This study aims at designing ICT competences-integrated models of teaching of Theoretical Key Teaching Competence for ELESP, so it became necessary to reach some prerequisite goals which are formulated in sub research question. The first sub question is to identify and analyze the extent on how far the existing models of teaching components of Theoretical Key Teaching Competence have been integrated by ICT competences. It is found that the ICT competences indicators were mostly integrated in the components of content/materials, teaching method, and teaching and learning activity. The existing models of teaching have been indicating all levels of ICT competence: Technology Literacy and Knowledge Deepening.

The second sub question is to analyze the procedures of integrating ICT competences in Theoretical Key Teaching models of teaching design. For the integration of ICT-competences in Model of teaching, the procedure of integration are started by 1) Identifying the ICT-Competences from several sources 2) Choosing the appropriate competences for standard graduate expectation of S1 program which were inline with the characteristics of theoretical key teaching competences courses and European Profiling Grid

(EPG) as the standard of teacher competences 3) Analyzing the theoretical key teaching competences model of teaching component that can contain or accommodate ICT competences related to or accordance with the function of those components 4) Matching the ICT competences into model of teaching components of theoretical key teaching competences courses that can contain or accommodate ICT competences 5) Inserting or infusing ICT competences into model of teaching component by inserting key points of ICT competences indicators into the statements contained in the model of teaching components so that they are integrated or becoming part of the statement.

Considering the result of both sub questions above, the result was used as a based to design the new ICT competence integrated models of teaching of theoretical key teaching competences. To design theoretical key teaching model of teaching courses, the necessary ICT competences were accommodated in all levels namely Technology Literacy, Knowledge Deepening and Knowledge Creation. Cognitive Approach, Humanistic Approach and Behavioral Approach were employed for design model of teaching of Theoretical Key Teaching Competences courses – English Language Teaching and Methodology, Curriculum and Material Development, Language Learning Strategies, and Digital Literacy with learning objectives refers to European Profiling Grid development phase 1.1 – 2.2.

5.2. Suggestion

This research was far from the perfection as for this research only develop the prototype design for ICT-Integrated Model of teaching for theoretical key teaching competences courses. There were still need a more adjustment for

this research to make it better. The models provided in this research only have validation from the expert judgment and discussion with related expert, field validation was not happened because the privilege of this research from the beginning. The research about ICT-competences integrated in Model of teaching or in the education system itself is worth to try. This research is hopefully will help the other researcher who does a similar research as references.

